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# HIGH SCHOOL NUMBER NORMAL HEIGHTS

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No. 3

## The High School In The Normal School

One of the most remarkable evolutions in education has taken place in Kentucky within the last twelve years. In that period normals have been established and developed to a high degree of efficiency in the training of teachers for the state. These institutions are annually supplying a large number of trained teachers for the schools of the state. In the same decade the old trustee system has been changed and rural schools rendered more effective in producing better rural conditions. All these changes have been revolutionary and dynamic. However, simultaneous with these changes has gone another evolution which has made itself felt in all phases of school work throughout this state. In 1906, when the normal schools were founded, there were only eight standard public high schools within the Commonwealth, and very few graduates, for most of the people who pursued their education beyond the common schools were being educated in private preparatory schools or colleges, but in 1908, a law was passed enabling every county to furnish high school training for all of its public school graduates at public expense.

In the working of this law a significant change in public school ideals and tendencies has been brought about that marks a new epoch in the educational history of the state. From eight public high schools the advance has been made until every county in the state is the proud possessor of one or more high schools, and every city of any size has de-

veloped a high school of its own or maintains one in cooperation with the county. There are now in the state some two hundred high schools giving two, three and four year high school courses, and from them are annually being graduated a large number of students. These facts are significant. They reveal progress. They point to powerful forces at work to ameliorate conditions in the Commonwealth. But this is not all, for the high school has not only brought educational opportunities to the open county and to the small town, but its influences have been felt in the life of the prospective teacher who has become a student of the Normal School. A brief survey of some of the statistics relative to the student-body of the Western Normal School will graphically enforce these tendencies. The student-body of the State Normal School, when the Commonwealth took charge in 1907, consisted of some four hundred students. Of this number some eighty odd had on entering the school some work above common school. Of this number less than one-tenth—eight in number—were graduates of four-year high schools. Of these two were from high schools outside the state. Very few had more than a year's work above the common schools, and the work that they had had was not secured in publicly maintained high schools but in private institutions of various kinds. In order to see what a change has taken place in this brief period, a census was taken recently in the chapel of the Western Normal, which revealed that there were over two hundred graduates of four-year high school courses. A picture made some two years ago of high school people shows that there were one hundred fifty-six out of the student-body who were high school graduates. Without exception all of these were from high schools of Kentucky. As far as the advanced student-body is concerned, it is, therefore, evident that a mighty stride has been made in the onward progress of the high school influence among the students of this institution. When an examination is made of the upper classes the per cent of the increased high school influence is felt more profoundly.

For many years the shortage of high school preparation was keenly felt. Very few of the student-teachers had any high school work when they entered the institution. For

many years the number of graduates was small and it took a long time for the influence of high school to reach the upper classes of the institution. The year 1910 can be taken as typical of the early classes, and this year is taken in order to allow the necessary time to secure graduates who would avail themselves of the work in the State Normal School after they had finished high school. It must be remembered, however, that the graduating class is only a small part of any school. Consequently, the figures given must be small, but relatively large if the per cent is applied to the whole school. Of the graduating class of 1910, fourteen were credited with the equivalent to or more than three years of high school work, yet only three were four year high school graduates. Four others had done some work in high schools. More than half of the class, who were credited with some advanced work, had done this work in other schools than high schools. Six years later a considerable change had taken place. In 1916, sixteen of the graduating class were high school graduates; in 1917, twenty-one were high school graduates; in 1918, twenty-three were credited with four years' high school work. From 1910 with three four-year high school graduates the number of high school graduates had increased in eight years to twenty-three, which is an enormous percentage of increase in the number of high school graduates. In regard to those who had done some high school work in 1916, thirteen had done some work in high school. In 1917, nine others besides the graduates were credited with such scholarship. In 1918, eleven were high school students who had not graduated from high school. Interpretation of these facts shows that a large number of high school people were availing themselves of the high school, but were not completing their course before entering the teaching profession. As to the total number in these more recent classes, who had consid-

## THE RURAL HIGH SCHOOL

The increase in the number of rural high schools and the vast increase in attendance at those schools will probably be the most striking change in educational affairs in this decade. Scores of new country high schools are being established in Kentucky every year. Many of them are now, and more will soon offer the full four-year high school courses.

The rural high school will offer in the near future very attractive opportunities to young men and women who are prepared to teach in high schools. The rapidly growing prosperity of our country communities and the greatly increased interest in sending country boys and girls to good high schools will insure many positions at good pay.

The growing interest in the Smith-Hughes high school will give many country communities an opportunity to secure government aid in their high schools. This will enable those communities to offer as good opportunities to boys and girls in Agricultural and Home Economics instruction as they can get in any other high schools. It will also make the teaching positions as attractive as those in the cities.

Many country boys have always entered the professions, such as law and medicine, when they have grown up. Now practically all professional schools require high school graduation as a prerequisite to entrance in those institutions. This will stimulate much new interest in the high schools of our rural sections.

The Normal School offers, every term, courses in Agriculture, Home Economics and Rural Education. These courses will be especially helpful to any young men and women who may desire to teach in rural or county high schools.



SOME HIGH SCHOOL GRADUATES NOW IN ATTENDANCE AT THE NORMAL.

erable advanced scholarship before entering the Normal, we have the following facts: Twenty-four of the class of 1916 had an equivalent of a four-year high school requirement; thirty of the class of 1917 made such requirement or more, while this figure had risen to thirty-three such students in 1918. When these figures are contrasted with the figures of the earlier classes, the significance of this revolutionary effect produced in the student-body of the Normal School by the high school graduate is evident.

This remarkable phenomena can be traced with equally as marked effect and is probably more strikingly felt in other groups of the student-body than in the Senior Department. This is especially obvious in the Junior Department. The reason for this high percentage of high school graduates is that high school people who have not done any teaching or college work are classified almost automatically as Juniors. After two years' work they are graduates, but many of them teach for some years before completing the work which ultimately delays their graduation. This sojourn in the teaching field before completion of the professional teachers' courses lessens the number who advance readily to their senior year, while many others who have had some college work and have taught for many years with Junior classification on entering advance to their graduation before the high school graduate. This condition increases the number of high school graduates and high school students in the Junior Department in comparison with the relative percentages of these groups in the senior department. So, in considering these figures, it is evident that the wonderful increase of high school students in the eight years under consideration in the senior department is a conservative estimate of the growth of the absolute number of high school students. When these figures are interpreted, they point to a great tendency that abounds in the land today. This educational evolution has made marvelous progress in this state in the last decade, even more marked progress as the years come and go, for when one reflects upon these figures he can soon detect the current which is bringing a better, brighter and more glorious educational era to the Commonwealth.

Similar statements to those in the above article could be made about work in the Department of History. Mediaeval and Modern History are required of all students before graduation. The department offers also eight or ten terms of elective work in Advanced American and European History. The Departments of English, Latin, Modern Language, Geography and Mathematics all are well equipped and each offers several terms of elective courses. Write for a catalog giving full explanation of all departments of work and courses of study offered.

## SCIENCE IN THE NORMAL

Every year our Junior class is largely composed of graduates from four-year high schools of the state, as their graduation entitles them to Junior standing in the Normal and they can, in most cases, secure the Life Certificate in two additional years. But many of these members of the Junior class have in mind eventually entering a university to do special work in an academic way, and again some students have in view entering some line of technical work or some professional life other than teaching. In this latter condition the high school graduate is very materially aided by special courses offered in the Science Department in particular leading to eventual graduation and specialization in lines such as Agriculture, Chemistry, Physics, Electrical Engineering, etc., and also training in Medical College. All work of this kind is credited in University for the Freshman and Sophomore years. This is especially good for those high school graduates who are not able to go straight along through their university course and are obliged to stop out to do some teaching in order to secure funds to complete their college education. All Science work done in high school is credited by the Normal, hour for hour, and every effort is made to advance the student as rapidly as consistent with his or her ability.

## OTHER SUBJECTS

Similar statements to those in the above article could be made about work in the Department of History. Mediaeval and Modern History are required of all students before graduation. The department offers also eight or ten terms of elective work in Advanced American and European History. The Departments of English, Latin, Modern Language, Geography and Mathematics all are well equipped and each offers several terms of elective courses. Write for a catalog giving full explanation of all departments of work and courses of study offered.



## SOME HIGH SCHOOL GRADUATES AND THEIR WORK

(The following in addition to the completion of high school courses spent some time in the Western Normal.)

Max B. Hurt—Graduate of Murray High School. Was discharged from the service Dec. 1918; now teaching near Kirksey, Ky.

Frances Covington—Graduate of Mayfield High School; now teaching the city schools of Mayfield.

Flossie Almond—Graduate of Mayfield High School; has second grade work in the North Ward School, Mayfield, Ky.

Ferrill Wyman—Graduate of the Lowes High School; now teaching intermediate grades of that city.

Cora Lee Shelton—Graduate of the Mayfield High School; teaching in the grades of that city.

Lucile Hester—Graduate Mayfield High School; teaching first grade in the city schools of Mayfield.

Elizabeth Guilfoyle—Teacher of fourth grade, Avondale School, Cincinnati, Ohio.

Catherine Young—Grade teacher in Sentinel, Arizona.

Mae Farmer—Teacher in rural school, Muhlenberg County.

Nettie Drane—Teacher in Campbellsville High School.

Mrs. Lonnie, nee Minnie Morris—Domestic Science teacher in Dawson Springs High School.

Nell Eley—Principal Benton High School.

Nannie Eades—Third Grade work in Benton Graded School.

Olive Mae Speck—Graduate Bowling Green High School; teaching in rural school, Rockfield, Ky.

Sallie May—Graduate of Whitesville High School; teaching in Seven Hill School, Owensboro.

Annie Mae Neel—Graduate of Whitesville High School; teaching in rural school in Daviess County.

Gladys Holder—Graduate Whitesville High School; teaching in Whitesville Public School.

Ruth Walker—Graduate of Bowling Green High School; grade work in Bowling Green Public Schools.

Belle Potter—Graduate of Bowling Green High School; teaching in Bowling Green High School.

Estelle Drake—Graduate Bowling Green High School; teacher in Bowling Green City Schools.

Ione Hedrick—Graduate Hartford High School; teacher in rural schools of Ohio County.

Myra Gillespie—Graduate Franklin High School; teaching English and French in Augusta, Georgia, High School.

Helen Riley—Graduate Owensboro High School; teacher in rural schools of Ohio County.

Sarah Hendricks—Graduate Franklin High School; Federal position, Washington, D. C.

T. H. Ford—Graduate of Calhoun High School; principal Curdsville High School.

Anna Carr Bennett—Graduate of Utica High School; teaching at Zion Graded School.

Ola Wilkerson—Graduate Auburn High School; teaching in Auburn High School.

Rufus Webb—Graduate Franklin High School; teacher in Franklin High School.

Pearle Webb—Graduate Livermore High School; teaching in rural schools of Daviess County.

Mary Luter—Graduate Murray High School; teacher in Hazel High School.

Maggie Kelly—Graduate Sedalia High School; teacher in Cuba High School.

Emma Mae Golden—Graduate Sedalia High School; teaching in rural schools Graves County.

Brentwood Gee—Graduate Hopkinsville High School; teaching in Gracey High School.

Kate Jones—Graduate Bowling Green High School; Assistant Principal McVey High School.

Mary Frank Diuguid—Graduate Murray High School; teacher in Clay High School.

H. H. Gibson—Graduate Hardinsburg High School; progressive farmer Breckinridge County.

Georgie Demaree—Graduate Shelbyville High School; teacher in Lucia Avenue School, Louisville, Ky.

Amy Holland—Graduate Whitesville High School; teaching rural schools Davies County.

Nellie Easton—Graduate Whitesville High School; teaching rural school Daviess County.

W. B. Fisher—Graduate Clinton High School; Principal Spring Hill Graded School.

Beatrice Faulk—Graduate Paducah High School; teacher Paducah Graded School.

Anna Lee Adams—Graduate Bowling Green High School; teaching in the Public Schools, Washington, D. C.

Louise Travelstead—Graduate Bowling Green High School; teaching in Bowling Green High School.

Bettie Allen—Graduate Brandenburg High School; teaching in the schools at Brandenburg, Ky.

Minnie Pruitt—Graduate of Hustonville High School; teaching in the schools at Stanford, Ky.

Laurine Pollard—Graduate from Princeton High School; teaching in graded school at Grand Rivers, Ky.

Susie Pate—Graduate Whitesville High School; teaching in Whitesville High School.

Bertha and Ruth Litton—Graduates Mt. Vernon High School; teaching in Graded School at Drakesboro, Ky.

Robert Jones—Graduate Russellville high school; teaching in Bethel College.

T. E. Sullenger—At present in the service of the U. S. Navy.

Fred McDowell—Graduate of Marion High School; teaching near Repton, Ky.

Ibel Harnard—Graduate of Hopkinsville High School; teaching in the rural schools of Christian County.

Polly McClure—Graduate Wingo High School; teaching at Dixon, Ky.

Moxie Mullins—Graduate Wingo High School; teaching in Wingo High School.

Beulah Mullins—Graduate Wingo High School; teaching at Water Valley.

Martha Wilborn—Graduate Sturgis High School; teaching at Sturgis, Ky.

Hollis Franklin—Cashier Bank, Marion, Ky.

Lillian Cox—Graduate Madisonville High School; teaching in Madisonville Graded School.

Mabel Downey—Madisonville High School; teaching in Graded School at Madisonville, Ky.

Thelma Patterson—Graduate High School; teaching in Madisonville graded school.

Elizabeth Sybert—Graduate Madisonville High School; service of Redpath Lyceum Bureau.

Emma Clare Lewis—Graduate Elizabethtown High School; teaching in Covington Schools.

Beatrice Webb—Graduate of the Russell Springs High School; Red Cross Nurse during the war; at present Supt. a Protestant Orphanage, Cincinnati, Ohio.

Dorothy Gregory—Graduate Brandenburg High School; Senior Class Western Normal.

Catherine Morgan—Graduate Brandenburg High School; Senior Class Western Normal. Will teach in Brandenburg High School 1919-20.

Margaret Williamson—Graduate Hartford High School; teacher in Hartford High School.

Ruth Dean—Graduate Greenville High School; teacher of eighth grade in Greenville graded school.

Ruth Moore—Graduate Lewisburg High School; teacher in Allensville High School.

Thurman McKinney—Graduate Lewisburg High School; Second Lieutenant in U. S. Army.

Karline Sweatt—Graduate Lewisburg High School; Principal Olmstead High School.

Belle Walker—Graduate Morgantown High School; teacher in High School at Waddy, Ky.

Annie Hamilton—Graduate Mayfield High School; teacher in Rural School in Graves County.

Ivan Pearce—Graduate of Wingo High School; teacher in rural schools of Graves County.

Frances Jones—Graduate Mayfield High School; teacher in Wingo High School.

Iva Magness—Graduate Mayfield High School; teacher in Mayfield Graded School.

Isabella Featherston—Graduate of Arlington High School; teacher in Cunningham Graded School.

Rosa Thornton—Graduate Bradfordsville High School; teacher in rural schools of Marion County.

Florence Edmonds—Graduate Smithland High School; teacher in Smithland High School.

Lucy Ellen Dowden—Graduate of Slaughters High School; teacher in Slaughters High School.

Anna Mae Kaiser—Graduate Madisonville High School; teaching in rural schools of Hopkins County.

Winnie D. Moseley—Graduate Hartford High School; teacher in rural schools of Ohio County.

Z. T. Monarch—Graduate Utica High School; teaching rural school in Daviess County.

Annie Vanzant—Graduate Edmonton High School; grade teacher, Hiseville, Ky.

Sue Aspley—Graduate Franklin High School; teaching Franklin Graded School.

Daisy Risen—Graduate Buffalo High School; teaching in Rural School of Larue County.

Lela Scopes—Graduate Paducah High School; teaching in Arcadia Graded School.

Lois Omer—Graduate Madisonville High School; teaching in Madisonville Graded School.

Evelyn Linn—Graduate Murray High School; teaching in Clay High School.

Mina White—Graduate Blackford High School; student in University of Kentucky.

Mary Pollitt—Graduate Minerva High School; Federal position, Washington, D. C.

Geo. Cherry—Graduate Bowling Green High School; Capt. of Marines, Paris Island, South Carolina.

Grace Renfro—Fordsville High School; teaching in Owensboro Graded School.

Mildred Pickerill—Graduate Owensboro High School; teacher in Paducah Graded School.

Fan Anderson—Graduate Somerset High School; teaching in Campbellsville Graded School.

Catherine Walling—Graduate Campbellsville High School; teaching in Campbellsville Graded School.

Alma Whitehouse—Graduate Central City High School; teacher in Nelson Creek Graded School.

Fairy Show—Graduate Cave City High School; teacher in rural schools of Barren County.

Ruth Miller—Graduate Hodgenville High School; teaching in Larue Rural School.

Ida Walton—Graduate Auburn High School; teaching McRoberts Graded School.

Dean Jackson—Graduate Fulgham High School; rural school teacher Hickman County.

Nannie Heath—Graduate Paducah High School; teacher in McCracken Graded School.

Birdie Mae Fields—Graduate Auburn High School; teacher in New Concord Graded School.

Bernice Williams—Graduate Hodgenville High School; teaching Hodgenville Graded School.

Minnie Lou Camp—Graduate Owensboro High School; teaching Pleasant Valley School.

Frances Coots—Graduate Owensboro High School; teaching rural school, Daviess County.

Addie McKinney—Graduate Owensboro High School; teacher Owensboro City School.

Carrie Cotner—Graduate Bardwell High School; teacher in Graded Schools, Louisville, Ky.

Mrs. Clarence Johnson—Graduate Hickman High School; teacher in Hickman Graded School.

Joette Bailey—Graduate LaCenter High School; teacher in rural Schools Ballard County.

Nevada Owens—Graduate LaCenter High School; teacher rural schools Ballard County.

Norrine Moss—Graduate LaCenter High School; teacher in rural school of Ballard County.

Sophia Smith—Graduate Cadiz High School; teacher in rural schools of Trigg County.

Sarah Lee Boyd—Graduate Corydon High School; now attending college.

Mary Peavyhouse—Graduate Hustonville High School; now teacher in Pinckard Graded School.

William Troxler McGraw—Graduate Sturgis High School; progressive farmer Union County.

Verna Robertson—Graduate Murray High School; teaching in Murray Graded School.

Desiree Beale—Graduate Murray High School; teaching in Murray Graded School.

Novella Glasgow—Graduate Murray High School; Principal of Rural Graded School, New Concord, Ky.

Adah Jameson—Graduate Glasgow High School; teacher in Glasgow Graded School.

Earl Fowler—Graduate Hopkinsville High School; director of large farm Christian County.

Grace Morris—Graduate Dawson Springs High School; teaching Ghent Graded School.

Irene Taylor—Graduate Beaver Dam High School; teaching in Beaver Dam High School.

## AGRICULTURE

The Western Kentucky State Normal School through its Department of Agriculture offers splendid opportunities to high school graduates who wish to become better farmers or trained agricultural workers. Graduates of accredited high schools may complete the course in Agriculture offered by this school in two years, and be admitted to Junior standing at Kentucky State University College of Agriculture. Adjoining the school campus is a farm of sixty acres, belonging to the school, which is used for demonstration purposes. Here, cultural methods are shown and fertility tests made. Students pursuing the course in Agriculture study problems of farm management and conduct tests individually on plots assigned. This affords an opportunity for practical experience to accompany scientific study.

The courses of instruction offered are thorough and practical. Both practical and scientific studies are made of all phases of Agriculture. Extensive and well equipped laboratories are available for all students. The following courses are offered: Soils, Farm Crops, Livestock Husbandry, Poultry Husbandry, Dairying, Orcharding, Agricultural Chemistry, Biology and Agricultural Economics, including Farm Bookkeeping and Business Methods.

The school year begins in September and is divided into four teams of ten weeks each. Boys who find it desirable to work on the farm in the fall and spring, may do so without breaking into their courses. This places a course in Agriculture in reach of many who cannot remain in school during the entire year. It is hoped that many young men will avail themselves of this opportunity and do their bit in making a greater Kentucky Agriculture.

## HOME ECONOMICS

The course in Home Economics has two distinct purposes; first, to train young women for home duties by raising their standards of living, by dignifying the work involved in household labor, by making them more efficient housewives and mothers in teaching them the relation of the scientific to the practical sides of such work; second, to train young women to meet the demands in the rural or county high schools as teachers of Home Economics.

It is no longer considered a disgrace for a woman to be a trained housekeeper; farmers are learning that balanced rations make better stock; that rotation of crops mean a larger bank account. Just so much women learn that better equipment for housekeeping and home-making will give them more time for rest, recreation and social activities as well as to operate their homes on a businesslike basis. Since ninety per cent of high school girls become home-makers they need training in their chosen profession.

The passage of the Smith-Hughes bill aiding Agriculture and Home Economics teaching in the high schools means that we will have better trained teachers, for they must be university graduates in order to teach under the Smith-Hughes act. Practically all universities will accept normal graduates into the junior year, hence students who are expecting to major in Home Economics in the university can get half of their training here.

The day is not far distant when the teaching of Home Economics in the public schools will be required as the teaching of Agriculture is now required. Those who are prepared will not be confronted with taking examinations and be ready for the best positions.

The course as offered consists of twelve terms of work in the Home Economics Department—one term of Physiology, two terms of Chemistry and one term of practice teaching. It is possible that more will be added to the course to meet the increasing demands.

## CALENDAR 1919-1920

Spring Term opens Tuesday, April 8, 1919.  
 Summer Term opens Monday, June 16, 1919.  
 Fall Term opens Tuesday, September 8, 1919.  
 Winter Term opens Tuesday, November 18, 1919.  
 Mid-winter Term opens Tuesday, January 27, 1920.  
 Spring Terms opens Tuesday, April 6, 1920.  
 Summer Term opens Monday, June 14, 1920.



# HIGH SCHOOL

This number of Normal Heights is devoted to the High School graduate. Twelve years ago the High School graduates were about one-thirtieth of the student-body. Now, they are about one-third. It is hoped that this number of the Heights may be of interest alike to both former and prospective High School students.

## Course For Four-Year High School Graduates

### FIRST YEAR

#### INTERMEDIATE CERTIFICATE COURSE

Leads to Four-Year State Certificate

Grammar 3	English 4
Eco. Geog.	U. S. History 2
Psychology 1	Arithmetic 2
Home Eco. 1,	Home Eco. 2,
Agri. 1 or	Agri. 2 or
Biology 1	Biology 2
Music 1 or 2	Music 3
Physical Edu.	Forensics
Forensics	

Physiology 2	Reading 2
Rural Sociology	Penmanship 1
Meth. in Read.	Education 2
Home Eco. 3,	Home Eco. 4,
Agri. 3 or	Agri. 4 or
Biology 3	Biology 4
Nature Study	Theo. & Prac.
Forensics	Illus. Teaching

### SECOND YEAR

#### ADVANCED CERTIFICATE COURSE

Leads to the Life State Certificate

Latin 3	Drawing 1
Method 1	Method 2
Med. History	Mod. History
English 9	English 11
Algebra 4	Eng. Syntax
Forensics	Forensics

Drawing 2	Handwork or
Practice 1	Ed. Elect.
Psychology 2	Practice 2
English 12	Chemistry 2
Hist. of Edu.	Geog. Influence
Lang. Method	Applied Math.
	Method in Geog.

The above course is designed for graduates of four-year High Schools. The junior year presupposes that the student has had in the High School, Civics, English History, American History and Physical Geography. Students not having completed these subjects will be required to do so before being certificated. Most must expect to take the Physical Geography 2 (Climatology). The Department of Geography is well equipped with apparatus, maps, charts, stereopticon views, etc., for presenting this subject.

The senior year presupposes a full four years in Latin. On recommendation of the heads of the Latin and Modern Language Departments, the student may be allowed to substitute modern language for the Latin of the second year. The senior year presupposes also, both Plane and Solid Geometry, Physics and Chemistry. When these conditions have not been met, the work must be done in the Normal School or elsewhere prior to certification.

A limited number of Juniors may do some practice teaching in the Training School. Generally it will be better to undertake it regularly in the senior year.

It is best to enter the course in September. But, when one's work has fallen short of the above presuppositions, it would be well to come in for the preceding summer term.

Bring with you your grades or class cards or a signed statement of your credits indicating the subjects taken and the units of credits for each. It is best to have these stated rather in detail. Bring with you your note books in Agriculture, Home Economics, Biology, Physics and Chemistry.

**Agriculture.** Students will be required to have or to take the equivalent of two terms in Agriculture prior to certification in either course.

**Elective Course.** Those desiring to do so, can, on certain conditions, take the Elective Course instead of the Regular Normal Course. It requires about five months' more work than does the Regular Normal Course. It leads to the same certification in the end. It offers a larger opportunity to specialize for High School teaching. In it one can easily get the first two years of the Smith-Hughes preparation. Students of superior scholarship sometimes can find better classification in this course than in the regular course. One should bring all evidence of scholarship with him.

Some High School students find it better to take out first the Elementary or two-year State Certificate. It might be well to read the second column on this page where that matter is explained.

Many prospective students want to know how much credit they will receive at a university after completing the course here. The best answer is what has been done. In past years when the Normal course was not as heavy as it now is, students have entered as many as seven different state universities as juniors; completing the course in two years. There is some advantage in having a Life Certificate, whenever and wherever the college or university course is taken.

See your County Superintendent and bring with you your appointment for free tuition.

## REGULAR NORMAL COURSE

### PREPARATORY COURSE

Arithmetic 1	Civics 1	Physiology 1
Grammar 1	Grammar 2	Theo. and Practice
Geography 1	Kentucky History	Dickson's History
Reading 1	Physical Education	Course of Study
Penmanship 1	Penmanship 2	Composition and
Forensics	Forensics	Letter Writing

### ELEMENTARY CERTIFICATE COURSE

It Leads to the Two-Year State Certificate

Arithmetic 2	Rural Sociology	Phys. Geog. 1
Grammar 3	Geography 2	History 1
Psychology 1	English 1	English 2
Algebra 1	Algebra 2	Agriculture 1
Music 1	Music 2	Civics 2 (H. S.)
Forensics	Forensics	Forensics
Phys. Geog. 2		Meth. in Read.
History 2		Reading 2
Physiology 2		Nature Study
Agriculture 2		Illus. Teaching
Drawing 1		Handwork
Prof. Reading		Dom. Arts 5 or
		Military Train.

### INTERMEDIATE CERTIFICATE COURSE

It Leads to the Four-Year State Certificate

Latin 1,	Latin 2,	Latin 3,
German 1,	German 2,	German 3,
French 1 or	French 2 or	French 3 or
Spanish 1,	Spanish 2,	Spanish 3
Agricul. 3	Agricul. 4,	Agricul. 5,
Biology 1 or	Biology 2 or	Biology 3 or
Home Eco. 1	Home Eco. 2	Home Eco. 3
Algebra 3	Geometry 1	Geometry 2
English 3	English 4	English 5
Education 1	Education 2	Eng. Hist. 1
Forensics	Forensics	Forensics
Latin 4,		Econom. Geog.
German 4,		Drawing 2
French 4 or		Reading Circle
Spanish 4		Music 3
Agri. Econ.,		Education 4
Biology 4 or		Handwork
Home Eco. 4		Mil. Training or
Education 3		Phys. Education
English 6		
Eng. Hist. 2		

### ADVANCED CERTIFICATE COURSE

This course can be finished in about six terms. It leads to the Life State Certificate

Latin 6,	Latin 7,	Latin 8,
German 5,	German 6,	German 7,
French 5 or	French 6 or	French 7 or
Spanish 5	Spanish 6	Spanish 7
Physics 1 or	Physics 2 or	Physics 3 or
Chem. 1	Chem. 2	Chem. 3
Gr. History	Ro. History	Med. History
English 7	English 8	English 9
Method 1	Method 2	Practice 1
Education 5	Elective	Psychology 2
Forensics	Forensics	Forensics
Latin 9,		Applied Math.
German 8,		Geog. Infl.
French 8 or		Hist. of Educa.
Spanish 8		English Syntax
Physics 4 or		Phys. Educa.
Chem. 4		English 12
Mod. History		Algebra 4
English 11		Sol. Geometry
Practice 2		Clay Mod. & Pot. or
Handwork		Manual Training
B'board Sketch		

Education Electives:—1. Method in Geography; 2. Method in Language; 3. Primary Method; 4. Method in History; 5. Supervision; 6. Rural Administration and Supervision, Agriculture and Home Economics; 7. Measurements, Standards and Surveys; 8. Intermediate and Grammar Grade Methods.

The above course is for students having had less than four years of high school. Such prospective students should bring with them all their credits and teaching certificates. We try to give reasonable credit for work done elsewhere. It is impossible to say how long it will take one to complete the course without first knowing the student's fundamental preparation, credits and ability to do work. Graduates of three and four-year high schools usually can get the Elementary work off in three terms. The work of other students will be determined individually. Be sure to bring all of your credits with you. Our catalog states rather fully the conditions of certification from the several courses. Write for it.

## Fall Term Program For 1919-1920

7:30. Algebra 4 (College Algebra), Biology 1 (First hour), Chemistry 2, Drawing 2, Geometry 1, History of Education, U. S. History 1, Advanced American History, Physics 1.

8:30. Algebra 2, Arithmetic 2, Biology 1 (Second hour), Drawing 1, English 1 (Composition and Rhetoric), English 9 (Shakespeare), Physical Geography 1, Home Economics 9 (Food study), Greek History, Mediaeval History, Music 2, Reading 2, Spanish 1.

10:10. Agricultural Chemistry (First hour), Calculus, Civics 2, English 6 (Elizabethan Era), English 12 (Anglo-Saxon), Home Economics 1 (First hour, cooking and sewing), Latin 3 (Caesar), Psychology 1, Reading 1, Trigonometry 1.

11:10. Algebra 3, Agricultural Chemistry (Second hour), English 8, Analytical Geometry, Advanced European History, Home Economics 1 (Second hour, cooking and sewing), Latin 6 (Cicero), Music 1, Music 3, Sociology.

1:20. Agriculture 7 (Farm Mechanics), Algebra 1, English 4 (Oral English), French 1, Home Economics 12 (Household Decoration), Latin 1, Method 1, Physiology 1, Penmanship 1 and 2.

2:15. Agriculture 1 (Soils, First hour), Arithmetic 2, Chemistry 1, English 2, Geography 1, Grammar 3, Latin 10 (Livy).

3:15. Agriculture 1 A (General Agriculture), Agriculture 1 (Soils, Second hour) Grammar 2, Historical Geography, English History 1, Physical Education 1.

## November Term Program For 1919-20

7:30. Algebra 1, Biology 2 (First hour), Chemistry 3, Drawing 1, English 5 (Middle English), Geometry 2, History 2, Advanced American History, Physics 2.

8:30. Arithmetic 2, English 7 (Eighteenth Century), Physical Geography 2, Grammar 3, Roman History, Modern History, Home Economics 6 (Dietetics), Illustrative Teaching, Music 2, Spanish 2, Storytelling.

10:10. Agricultural Chemistry (First hour), Algebra 5, Course of Study, English 13 (Old English, English 12 continued), English Syntax, Analytical Geometry, Home Economics 2 (Cooking and sewing, First hour), Latin 4 (Caesar continued), Method in Reading, Education 1 (Pedagogy 1), Penmanship 2.

11:10. Algebra 2, Agricultural Chemistry (Second hour), Calculus, English 9 (Shakespeare or another classic), French 1, Geography 2, English History 2, Advanced European History, Latin 7 (Cicero continued), Music 1, Music 3.

1:20. Agriculture 8 (Feeds and feeding), Drawing 2, English 3 (Advanced Rhetoric), French 2, Economic Geography, Latin 11 (Horace), Method 2, Psychology 1, Reading 1.

2:15. Agriculture 1 (Soils, continued from Fall Term, First hour), Agriculture 2 (Farm Crops), Algebra 3, Chemistry 2, English 2 (American Literature), Grammar 2, Geometry 1, Latin 2, Penmanship 1, Physical Education 1, Reading 2.

3:15. Agriculture (Second hour), Agriculture 2 A (General Agriculture), Civil Government 2, English 11 (The Drama), Geometry 2, Physical Geography 2, Physiology 2 (Health and Disease), Physical Education 2.

## Mid-Winter Program For 1920

7:30. Applied Mathematics, Arithmetic 1, Drawing 2, English 6 (The Elizabethan period), French 3, Grammar 2, General Review, U. S. History 2, English History 1, Advanced American History, Latin 12 (Tacitus), Physics 3, Reading 2.

8:30. Arithmetic 2, Algebra 3, Drawing 1, Education 2 (Pedagogy 2), English 1 (Composition and Rhetoric), English 12 (Anglo-Saxon English), Geometry 1, Grammar 3, Geography 1, U. S. History 1, Greek History, Mediaeval History, Illustrative Teaching, Music 2, Physiology 2 (Health and Disease), Psychology 1, Spanish 2.

10:10. Agricultural Bacteriology (First hour), Agriculture 1 (Soils, First hour), Chemistry 1, English 9 (Shakespeare), French 5, Analytical Geometry, Geology 1, Elementary History, Home Economics 1 (Cooking and Sewing), Home Economics 3 (Cooking and Sewing), Language Method, Method in Reading, Professional Reading, Penmanship 2, Reading 1.

11:10. Agricultural Chemistry (Second hour), Agriculture 1 (Soils, Second hour) Civil Government, English 4 (Oral English), English 8 (Romantic period), Geometry 2, Geometry 3, Grammar 2, Physical Geography 1, History of Education, Home Economics 1 (Second hour), Home Economics 3 (Second hour), Advanced European History, Latin 8 (Vergil), Music 1, Music 3, Penmanship 1, Reading 2.

1:20. Agriculture 10 (Economics), Agriculture 1 A (General Agriculture), Algebra 1, Civil Government 2 Drawing 1, French 1, Grammar 2, General Review, History 1, Home Economics 7 (Costume designing), Method 1, Physiology 1, Psychology 2.

3:15. Arithmetic 2, Algebra 2, Biology 3 (Second hour), (Domestic Animals), Biology 3 (First hour), Chemistry 3, Civil Government 2, Education 1, (Pedagogy 1), English 2 (American Literature), French 2, Grammar 3, Geography 2, Home Economics 7 (Second hour), Home Economics 13, History 1, Latin 1, Physical Education, Physics 1, Penmanship 1, Professional Reading, Theory and Practice.

3:15. Arithmetic 2, Algebra 2, Biology 3 (Second hour), Physical Geography 1, General Review, Home Economics 11 (Household Management), Home Economics 12 (Household Decoration), U. S. History 2, Latin 3 (Caesar), Penmanship 1, Trigonometry 1.

## Spring Term Program For 1920

7:30. Algebra 4 and 5 (College Algebra), Biology 4 (First hour), Chemistry 2, Drawing 1, English 13 (Old English), Education 1 (Pedagogy 1), French 6, Geography 2, U. S. History 2, Advanced American History, Latin 2, Physics 4, Penmanship 1, Reading 1.

8:30. Applied Mathematics, Arithmetic 2, Biology 4 (Second hour), Drawing 1, English 3 (College Rhetoric), English 9 (Shakespeare), French 3, General Review, Physical Geography 2, Geometry 2, Grammar 2, Elementary History, U. S. History 2, Modern History, Home Economics (Textiles), Illustrative Teaching, Latin 1, Music 2, Nature Study.

10:10. Agricultural Biology (First hour), Course of Study, Calculus, Current Events, English Syntax, English 14 (Dante), English 15 (The Essay), French 1, General Review, Geology 2, Analytical Geometry, Home Economics (Cooking and Sewing, First hour), Home Economics 8 (Experimental Cooking, First hour), Latin 9 (Vergil), Music Appreciation, Method in Reading, Professional Reading, Penmanship 1, Physics 2, Theory and Practice.

11:10. Agricultural Biology (Second hour), Agriculture 2 A (General Agriculture), Algebra 3, Arithmetic 2, Civil Government 2, Drawing 2, Education 2 (Pedagogy 2), English 1 (Composition and Rhetoric), English 5 (Middle English), French 4, Physical Geography 1, Grammar 3, Home Economics 8 (Second hour), Latin 4 (Caesar), Method in History, Music 1, Music 3, Physiology 1, Physiology 2 (Health and Disease).

1:20. Agriculture 1 A (General Agriculture), Agriculture 4 (Horticulture), French 2, Geometry 1, Geography 1, Home Economics 4 (Elementary Dress Making, First hour), Home Economics 9 (Food Study), Latin 3 (Plautus), Method 2, Penmanship 1, Reading 2, Sociology.

2:15. Agriculture 1 (Soils, First hour), Algebra 1, Algebra 2, Chemistry 4, Civil Government 2, English 7 (Eighteenth Century), General Review, Grammar 3, Physical Geography 2, U. S. History 1, Modern History, Home Economics 1 (Cooking and Sewing, First hour), Home Economics 4 (Second hour), Physical Education 2, Physics 1, Psychology 1, Psychology 2.

3:15. Arithmetic 1, Agriculture 1 (Second hour), Agriculture 2 (Farm Crops), English 2 (American Literature), Geometry 2, Grammar 2, Economic Geography, English History 1, Roman History, Penmanship 2, Physical Education 1, Trigonometry 2.

## Summer Term Program For 1920

7:30. Algebra 2, Arithmetic 2, High School Administration, Chemistry 3, English 4 (Oral English), French 5, Physical Geography 2, U. S. History 2, Handwork, Latin Method, Intermediate Method, Nature Study, Physics 5.

9:10. Biology 5 (Plant classification, first hour), Black Board Sketching, English 8 (The Romantic period), Greek History, Home Economics (Textiles), Home Economics 12 (Household Decoration), Illustrative Teaching, Language Method, Spanish 2.

10:10. Algebra 3, Astronomy, Biology 5 (Plant classification, second hour), Chemistry 1, English 6 (The Elizabethan period), English 12 (Old English), French 2, Grammar 3, Home Economics 11 (Household Management), Illustrative Teaching, Latin 14 (Teacher's Course), Music 2, Penmanship 1 and 2, Psychology 1, Reading 2.

11:10. Agriculture 5 (A study of weeds and their control), Agriculture 2 A (General Agriculture), Calculus, Course of Study, Drawing 2, French 1, Geometry 2, English History 2, Latin 6 (Cicero), Method in Reading, Music 1, Story-telling, Sociology.

1:20. Civil Government, English 2 (American Literature), Geometry 1, Geography 2, Handwork, History of Education, Primary Method, Physiology 2 (Health and disease).

2:15. Agriculture 1 A (General Agriculture), Algebra 4 and 5 (College Algebra), Clay Modeling (First hour), English 9 (Shakespeare), Grammar 2, Home Economics 2 (Cooking and Sewing, first hour), Home Economics 3 (Cooking and Sewing, first hour), Method in Geography, Physics 1, Physics 2, Physical Education, Professional Reading, Theory and Practice.

3:15. Applied Mathematics, Clay Modeling (Second hour), Handwork, Home Economics 2 (Second hour), Home Economics 3 (Second hour), Latin 2, Physical Education, Trigonometry.



# RESERVE OFFICERS' TRAINING CORPS



COMPANY B.

The War Department had hard work to find men who were capable of becoming officers and leaders. To remedy this condition and enable our young men to become capable of leading men, the Government has created in the Western Kentucky State Normal School and many other institutions over the land what is known as the Reserve Officers Training Corps or R. O. T. C.

In order to carry on this work in an efficient manner, it becomes necessary to have clothing and other equipment of the most modern type. This equipment and clothing are furnished by the Government and is of the same type or kind as that used by the armed forces of our country. The use of this equipment costs the student of the Normal School nothing, even the necessary text books being furnished. After being furnished with this equipage and clothing the Normal School requires that the clothing be worn at all times during school days, that is, Monday, Tuesday, Wednesday, Thursday and Friday. On Saturdays and Sundays the wearing of the clothing is optional with the student.

The men in this organization are not enlisted in the Army of the United States, there being no further requirements for further service after leaving this school. Once enrolled in the R. O. T. C. this work is made a pre-requisite for graduation from the institution. The power of supervision and control remain with the institution except for the time the student is undergoing Military Instruction, which is three hours per week.

Members of this unit who, while here, have done satisfactory work, may be allowed to attend the Summer Training Camps, which are held at various places over the country, but they are not compelled to do so.

At the colleges and universities of our land, which grant degrees at the completion of their courses of study, there are maintained Senior Divisions of the R. O. T. C., which go farther in the work than we have opportunity to go. After having completed the prescribed course of study in one of the Senior Divisions of the R. O. T. C., the student is given an examination over all work covered by the course and if satisfactorily passed he is given a commission in the Reserve Officers' Corps of the U. S. Army by the President of the United States. The work in this unit if satisfactorily completed will enable the student to enter the Senior Division of a college unit with good credits. While pursuing the last two years of the work in a Senior Division the man is given a money allowance for rations by the United States Government, which amounts to about \$12.00 per month. All credits for work done in the unit at this school will be retained by this institution so that the student may get them at any time for the purpose of entering a Senior Division.

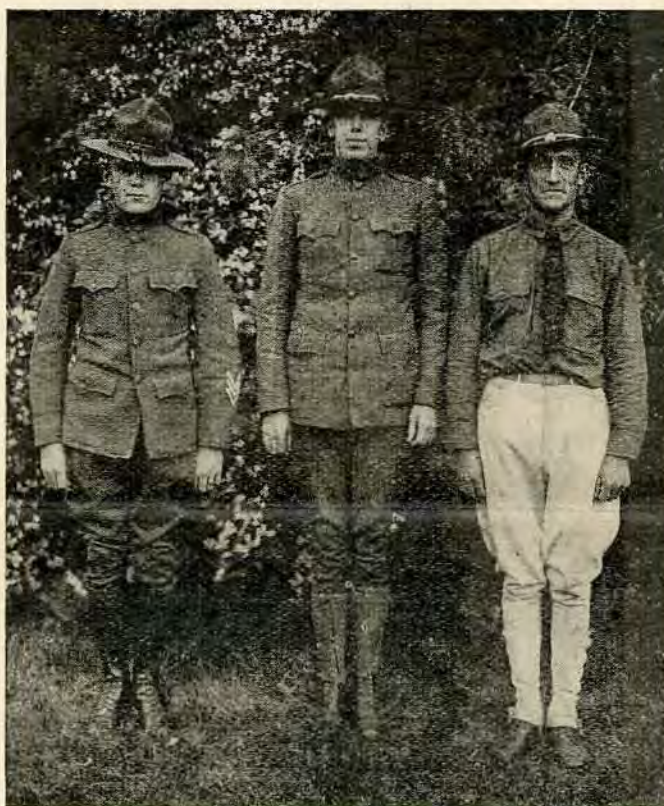
Credits will be given to men entering the unit who have had previous service with the U. S. Army, Navy or Marine Corps, thus enabling them to go right on with the work where they may have left off. It is mainly from this class of men that we select the cadet officers and non-commissioned officers.

The requirements for admission to the Junior Unit maintained at the Normal School are that the student has reached an age of sixteen years and has no physical defect that cannot be overcome by the course of physical training that is given in the R. O. T. C.

While the primary object of the R. O. T. C. is to prepare the student for a Commission in the Reserve Officers' Corps of the U. S. Army and thus supply the Government with men who have been sufficiently trained in the basic principles of Military Training to be able to lead men into actual battle, if need be, this work is designed also if not chiefly to develop sound bodies and active minds. The school gymnasium does not seem to meet the situation adequately nor do out-door sports and athletics. In these the facilities are limited. Only a small part of the student body is reached and they are usually that part which would take to physical exercise naturally. The methods used in the R. O. T. C. are directed and put into practice by officers and non-commissioned officers of the U. S. Army. They are the tried and tested methods which have given such splendid results in our recent war. We consider the Normal School fortunate that it is able to offer the public this organization as a part of its course of study. Spindle legs, sunken chests and shambling walks are being transformed into strong muscles, proper carriage and manly bearing. Energy is taking the place of inertia and interest that of lassitude. We are profiting in discipline. We are profiting in habits, health and personal hygiene. We are encouraging respect for orderly government and a response to representative authority. We are promoting a love for the flag and a patriotic regard for the nation it symbolizes. The undertaking is leveling and democratizing. There is, here, be it understood, no suggestion of militarism, no suspicion of Teutonic autocracy. The spirit is American.

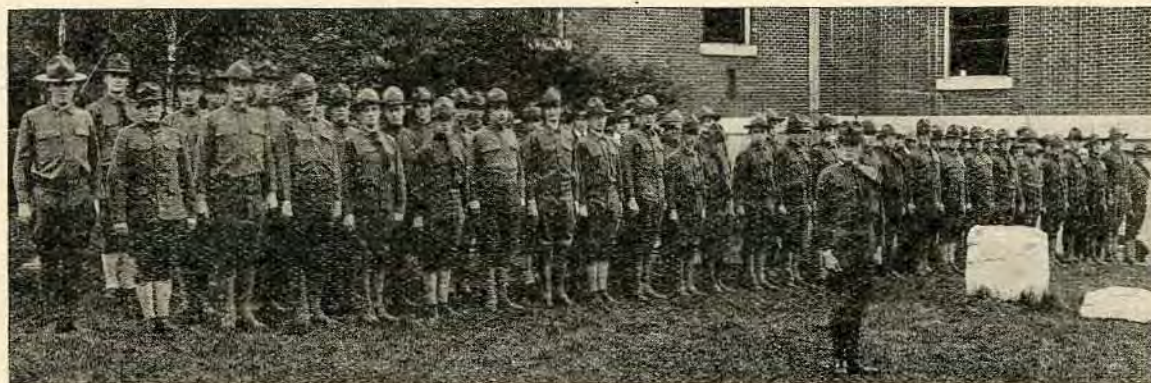
## HIGH SCHOOL CREDITS MADE IN THE SUMMER SCHOOL

The recent school term has been a difficult one for the high school principals and teachers due to the suspension of the schools on account of the influenza epidemic. For that reason there will be many undergraduates in the high school, who have failed to make sufficient credit to pass them on to their next grade or to complete their graduation. These high school students, by attending the Normal during the



PRESIDING OFFICERS OF THE R. O. T. C.  
Left to Right—Lieut. Oren D. Ellsworth, Corporal Ora A. Struthers, Sergeant Harry A. McNamara.

Summer Term and devoting their time to such subjects, will be able to do sufficient work to justify their high school principals in giving them their high school credits. Especially is this true in Science Courses where in addition to an hour each day in recitation there is required another hour of laboratory work. During the Summer School the laboratories will be kept open all the time, thus enabling students of this class to make additional hours. High school credits are granted on the number of hours actually done by students and though the term may be short, the number of hours actually put in in class-room and laboratory work or field work can be made thoroughly adequate to the high school requirement.



COMPANY A.

## Bring Your Appointment

Students expecting to enter the Western Normal are advised to bring their scholarships with them if they can possibly be obtained before leaving. A certificate of graduation from eighth grade is not a scholarship in the Western Normal, but County Superintendents will be glad to issue scholarships to persons who have finished a common school course.

Address all Communications to  
**PRESIDENT H. H. CHERRY,**  
Bowling Green, Ky.

## THE TRAINING SCHOOL

To the four-year high school graduate there is offered the Training School as an incentive for future study of education in the Western Kentucky State Normal. This department is in the hands of thoroly trained college graduates, each one a specialist in her own line of work.

The work itself extends from the first grade thru a rudimentary junior high school, and embraces, in addition to the standardized subjects, such special subjects as physical training, music, domestic arts, agriculture and some forms of manual training.

The four-year high school graduate has the advantage of observing in this up-to-date Training School; he can see highly approved methods skillfully followed. In addition to observation he has the privilege as soon as he has completed certain specified professional subjects, of doing practice teaching in the subjects he needs, or which he elects.

This practice teaching under natural conditions and under competent, sympathetic critics does more than any one subject to prepare the future teacher for success out in the field.

The Training School holds out its hands to the four-year high school graduate. He cannot afford to miss it.

## COMMENCEMENT DATES

The Annual Commencement will be held from June 8-12th, 1919. On the evening of the 8th, the Baccalaureate sermon will be preached in VanMeter Hall. On the evening of the 9th, the School of Music will present its annual program. June 10th at four o'clock the faculty reception to the Alumni will be held on the campus. That evening the play, "If I Were King," will be presented by the members of the Senior Class. Wednesday, June 11th, will be Alumni day. In the morning the annual address will be given. In the afternoon at 2:30 the annual business meeting of the class will be held in Room E. In the evening the annual Banquet will be served in the Training School Chapel. The graduating exercises of the class of 1918-19 will be held on the evening of the 12th. At this time Dr. Harvey Wiley, formerly United States Pure Food Commissioner, will deliver the address to the graduates. Dr. Wiley is a speaker of national note and will bring a message stimulating and timely. A special effort is being made to bring as many members of the Alumni as possible to Bowling Green for the exercises of the week, particularly members of the classes of 1909 and 1914, it having been voted to hold reunion at intervals of five years.

## FEES AND EXPENSES

TUITION, BOARD, FEES, ETC., PAYABLE IN ADVANCE.

### Tuition.

Tuition is free to all students who expect to teach and who secure an appointment from their County Superintendent. Those not having an appointment will pay the rates indicated below:

For any one term, except the Summer Term.....	\$10.00
For the Summer Term.....	6.00
For two Ten-Week Terms.....	18.00
For three Ten-Week Terms.....	25.00
For four Ten-Week Terms.....	32.00
For four Ten-Week Terms and the Summer Term.....	38.00

### Fees.

All students pay an incidental fee of \$2.50 per term. The above fee entitles the student to admission to all programs, etc., and to the use of athletic grounds.

### Laboratory Fees.

Chemistry .....	\$1.00
Physics .....	.50
Agriculture .....	.50

In the Domestic Science and Arts Department the fees vary from \$0.50 to \$3.00 according to the classes.

## AS TO TRUNKS

Arrangements have been made whereby the trunks of students may be delivered to any part of the city at a nominal rate. For full information ask the representative of the school who meets you at the station. Give your trunk checks to him, and he will see that it is attended to satisfactorily.

## SECURING ROOMING PLACES

All students on arriving should come at once to the Normal building and secure references to suitable rooming places. Ladies who are to arrive on a night train should notify us in advance. They will be met and directed by a school representative.

No room should be taken, or paid for in advance until the student knows from the Normal that it is on the approved list.

This request is made for the benefit, alike, of students and co-operating citizens who have rooms to rent.